

TEACHERS' PERCEPTION OF THE INFLUENCE OF LEARNING ENVIRONMENT ON INSTRUCTIONAL DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN SOUTH - WEST, NIGERIA

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Abstract

This study investigated teachers' perception of the learning environment on instructional delivery in public Senior Secondary Schools in South-West, Nigeria. The descriptive survey design was adopted for the study. Two objectives and research questions were raised and two hypotheses formulated. The population for the study was 3722. The sample size comprised of three hundred and seventy-three teachers (373). The selection of the sample size was based on Krejcie and Morgan' Sampling Size Table (1970), which suggests that from a population of 330,000 a sample of 380 and above can be sampled. The instrument used for the study was a questionnaire titled: "Teachers' Perception of the Influence of Learning Environment on Instructional Delivery in Public Senior Secondary Schools in the South-West, Nigeria" (TPILECID. The data generated from the questionnaire were analysed using percentages for Biodata and mean scores for research questions. To establish the validity of the instrument, the forty (40) question items was presented to the research supervisors and two experts in measurement and evaluation to check any ambiguity and vagueness of expression in the instrument. A pilot test was carried and an index of 0.775 was obtained. The hypotheses were analysed using ANOVA. The findings revealed that Water and Sanitation are perceived by teachers to have influence on instructional delivery in public in Oyo, Lagos, Ondo, Ogun and Ekiti states. However, teachers in Osun state maintained that hand washing filled with water at all time and soap are not provided at all stations and that schools do not provide adequate safe water for drinking and cleaning for the learner every day. Position of schools when it comes to ground and location with all the indices is perceived by teachers to be adequate for instructional delivery in public schools in the six states of South-West of Nigeria. The study, therefore, recommended that the Water Boards in all the six states in South-West, Nigeria should be able to constantly provide water to schools across the States in South-West, Nigeria, and that there was need for the state governments of all the States in South-West, Nigeria to ensure that schools are always established in safe places.

Keywords: Teachers' Perceptions, Learning Environment, Instructional Deliver, Water and Sanitation and School Ground and Location.

INTRODUCTION

Education is a lifetime process that brings out the potentials which enables one to be useful to oneself and the society at large. McCoach & Cintron (2022) maintained that education is construed to refer to the process of receiving or giving systematic instruction at school or setting. It is the development of all those capacities in the individual, which enables him/her to effectively fulfil his/her potentialities. For individuals to achieve this, it requires well-grounded learning environment and teachers who know their onus, and well dedicated.

Teachers perceive the school environment as playing important role in the educational development of a child. They see the learning environment as most important factor that determines the successful and effective delivery of the school curriculum.

Teachers' perception of learning environment is made up of many components which include: (1) interpersonal behaviour of teachers and principals (2) teachers' relationship among fellow teachers (3) students. Most teachers according to Tuncsiper and Mutlu (2020) perceive term learning environment as a type of physical condition or construct. The opinions of a teacher who has associated and conceptualized the learning environment solely with physical characteristics will assume it to be related to the physical conditions of a school or a classroom. If the classroom is large and spacious, it will be considered as a good and beautiful learning environment to support students' learning. Teachers' perception of the learning environment is very important on the achievement of students and that the understanding of the students' perception will help the teacher in shaping their students' class perception and relatively their academic achievements (Adeyemo, 2011). Ghadirian, Ayub and Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed.

A safe learning environment is a place where structured learning is free from environmental, internal, and external threats to Learners and Educators' well-being; where both the infrastructure of the organization and the people within that environment are deemed safe (Peters & Yufan, 2015). The process of continuous learning is often affected by the environment in which it takes place. One's individual situation and the environment contain a lot of factors that affect the learning capacity of an individual. Learning environments should be a place that provides a safe and conducive space for learning and opportunities for learners to interact with one another and that which provide them access resources that help them learn in different ways. A learning environment is a place where learners feel comfortable, encouraged and inspired by their surroundings. Other term used for learning environment is learning space, educational setting and learning environment.

LITERATURE REVIEW

There are different types of learning environment that impact children. These are the physical environment, psychological environment, and emotional environment. Study.com (2022) defined

learning environment as the physical, psychological, and instructional atmosphere in the class. This involves classroom management procedures, how the teacher instructs and handles student interactions, and the way the space is organized, furnished, and maintained. Pocz (2015) defined learning environment to mean the combination of social and physical qualities that create the classroom experience. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog, 2018). The school's physical environment as broken down by Usman and Madudili (2019) refers to all school buildings, indoors and outdoors. Physical factors include health, physical development, nutrition, visual and physical defects, and glandular abnormality. Also, Sylvestre (2023) maintained that physical learning environment is a concept that refers to the space, equipment and tools used in schools. Therefore, it refers to the physical structures of the learning environment. The physical learning environment is one of the important standards of a health-promoting school. This standard is described by Schools for Health in Europe (SHE, 2014) as an environment conducive to the safety, health, and well-being of pupils and school staff. Land, buildings, and furniture for education are what constitute a physical environment.

When considering physical learning environment, other factors to consider include indoor climate, lighting, noise, architecture, interior design, furniture and other indoor facilities. These facilities must be safe and clean and conducive to the health and well-being of all students and staff (SHE, 2014). The school is one of the most successful and cost-effective resources for targeting children and communities with key health and hygiene interventions. Basic services such as water, sanitation, waste disposal, electricity, and communications also help ensure that children and teachers attend school and remain healthy there (Barrett, Treves, Shmis, Ambaszthes & Ustinva, 2019). Instructional delivery carried out in a healthy environment helps the child acquire a deeper understanding and sound knowledge of the subject matter (Stuart, 2023).

Instructional Delivery refers to the interaction among the students, teachers, content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. On the other hand, instructional delivery can also be defined as the knowledge of teaching techniques and their application for learning to take place in such a flexible manner that would not distort the original intent of the teacher for being in the classroom (Lukman, 2021). Instructional delivery in general may be regarded as the interaction

between a teacher, a student, content, and specific knowledge and skills necessary for a student in collaboration with others.

This includes every effort that the teacher makes to have a fruitful time with the students through exposing them to the contents, employing methods, strategies, the pupil's interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery (Lukman, 2021). Wordu & Akor (2018) view instructional delivery as the knowledge of teaching techniques and their application for learning to take place in such a flexible manner that would not distort the original intent of the teacher for being in the classroom. Instructional delivery entails teachers' ability to consciously utilize acquired training, knowledge, skills and value to positively change behaviour of learners within a defined environment designed for teaching and learning purpose. Critical look at the above concepts, revealed that instructional delivery goes beyond factors related to teachers, rather encompassed other factors related to government agencies, school environment, school administrators, among others.

The school's physical environment in public schools comprises of numerous resources of which cannot be contained in this study. Therefore, this study is delimited to physical learning environment to include only Water and Sanitation and Ground and Location. This concept of school grounds refers the transformation of schoolyard into a space that welcomes everyday children outdoors, in contact with nature, where free and risky play is promoted by diverse polyfunctional structures and where students can learn on the outside, and not only inside four walled classrooms. The 21st century will require polyfunctional educational spaces that provide opportunities for hands-on learning and foster the physical, socioemotional and cognitive development of students (Ibáñez, Vivo, Huneus, & Manushevich, 2022). School Leadership Today (2022) noted that school grounds could become a fantastic learning resource for present and future generations with moderate and careful planning.

Statement of the Problem

The learning environment is of paramount importance in shaping and reshaping intellectual ability of a child. Therefore, a conscious effort must be put in place to create a conducive learning environment which is crucial to students' academic, emotional, and social success in school. The positive condition of learning environment is crucial for effective instructional delivery of any subject; also, the quality of instruction is bound to improve when teachers are well situated in a conducive learning environment. It is required that instructional delivery in public secondary

schools should be carried out in a learning environment where learners should feel comfortable, encouraged and inspired by their surroundings. It should be done in a learning environment which is noiseless, where there are indoor climate, lighting, well ventilated, interior design, furniture and other indoor facilities. These facilities must be safe and clean and conducive to the health and well-being of all students and staff.

Unfortunately, it is not quite clear what the reality is about learning environment instructional delivery in public Senior Secondary schools in South-West of Nigeria. The problem of this study put in a question form:

What is the teachers' perception on the influence of Water and Sanitation on instructional delivery carried out in public Senior Secondary Schools in South-West, Nigeria?

What is the teachers' perception of the adequacy of learning environment on instructional delivery carried out in public Senior Secondary Schools in South-West, Nigeria?

Purpose of the Study

The purpose of this study was to investigate teachers' perception of the influence and adequacy of learning environment on instructional delivery carried out in public Senior Secondary Schools in South-West, Nigeria.

The specific objectives of this study are to determine the following:

Teachers' perception of the influence of Water and Sanitation on instructional delivery in public Senior Secondary schools in South-West, Nigeria.

Teachers' perception of the adequacy of school Ground and Location on instructional delivery among public Senior Secondary schools in the South-West, Nigeria.

Research Questions

Based on the objectives of the study, the following research questions were raised.

1. What is the perception of teachers' availability of Water and Sanitation on instructional delivery among public Senior Secondary schools in South-West, Nigeria?
2. What is the perception of teachers on the adequacy of school Ground and Location on instructional delivery among public Senior Secondary schools in the South-West, Nigeria?

Research Hypotheses

To further guide the study, the following null hypotheses were formulated

H₀₁: There is no significant difference between teachers' perception of the availability of Water and Sanitation on instructional delivery among public Senior Secondary schools in the six states of the South-West, Nigeria.

H₀₂: There is no significant difference between the perception of teachers on the adequacy of school Ground and Location on instructional delivery among public Senior Secondary schools in the six states of the South-West, Nigeria.

METHODOLOGY

The descriptive survey design was adopted for the study. The population of the study was thirty-three thousand, eight hundred and eighty-four (33,884) teachers from one thousand, seven hundred and ninety-two (1,792) public Senior Secondary schools in the South-Western states of Nigeria. The sample size comprised of three hundred and seventy-three teachers (373) selected from one seventy-nine (179) across the six states in the South-West, Nigeria. The sample size was based on Krejcie and Morgan, while the schools were sampled proportionally. The instrument for the study was a researcher made self-structured questionnaire titled: "Teachers' Perceptions of the Influence and Adequacy of Learning Environment on Instructional Delivery in Public Senior Secondary Schools in South-West, Nigeria" (TPIALEID). TPIALEID was constructed in line with the modified Likert type 4-point scale with options of "Strongly Agree" (4-points), "Agree" (3-points), "Disagree" (2-points) and "Strongly Disagree" (1-point). The data generated from the questionnaire were analysed using percentages for Biodata, mean scores was used in analysing the research questions. The hypotheses were analysed using ANOVA.

INTERPRETATION OF RESULTS AND FINDINGS

Mean statistics was used to analyse the data that emanated from the study. The results of each table were also interpreted.

Research Question One

What are the teachers' perceptions of the influence of Water and Sanitation on instructional delivery in Public Senior Secondary schools in South-West?

Table 1: Teachers’ Perceptions of the Water and Sanitation on Instructional Delivery among Public Senior Secondary Schools South-West (N=373)

NOS.	States	Lagos	Oyo	Osun	Ogun	Ondo	Ekiti	Average mean
Water and Sanitation								
1	Clean water and adequate sanitation facilities help reinforce the health and hygiene Education in school.	3.25	3.55	2.83	2.95	3.04	3.25	
2	Sanitation and water make the school more welcoming for girls.	3.06	3.09	2.47	3.11	3.17	3.06	
3	Boys and girls have separate toilet facilities	3.19	3.19	2.58	3.22	2.88	3.19	
4	Toilets are enough according to the number of learners. For example, 1:60 for boys and 1:50 for girls.	2.9	3	2.73	3.17	2.9	2.9	
5	Availability of water, hand washing facilities and sanitary facilities foster good health at the schools	3.06	3.12	2.82	2.74	2.79	3.06	
6	Toilets are clean, and well- maintained	3	3.13	2.64	2.94	2.81	3	
7	Toilets are sited far away from the classrooms.	3.09	2.86	2.68	3.02	2.7	3.09	
8	Hand washing is filled with water at all time and soap provided at all stations.	2.17	2.93	2.45	2.86	2.82	2.71	
9	Schools provide adequate safe water for drinking and cleaning for the learner every day.	3.01	2.75	2.4	2.87	2.90	3.05	
10		2.97	3.07	2.62	2.99	2.89	3.03	2.93

Table 1 presents the analysis of teachers’ perceptions of the influence of water and sanitation on instructional delivery in public senior secondary schools South-West states. The sectional mean of 2.93 was an indication that teachers perceived water and sanitation to have positive influence on instructional delivery in public on instructional delivery in Public Senior Secondary schools in South-West Nigeria.

Research Question Two

What are the teachers’ perceptions of the adequacy of Grounds and Location on instructional delivery among the public Senior Secondary schools in South-West?

Table 2: Teachers’ Perceptions of the Adequacy of Grounds and Location n on Instructional Delivery among Public Senior Secondary Schools South-West (N=373)

NOS	States	Lagos	Oyo	Osun	Ogun	Ondo	Ekiti	Average mean
11	Grounds and Location (Position of the school)							
12	The position of the school is not near a busy road	3.15	3.11	2.81	3.17	2.91	2.9	
13	Well- maintained structures.	3.22	3.27	3.06	3.18	3.35	3.34	
14	The buildings have enough windows	3.33	3.45	3.44	3.45	3.13	3.29	
15	The classroom space is adequate for the number of the children.	3.4	3.55	3.38	3.21	3.11	3.19	
16	Both sides of the classroom are providing a well- ventilated learning environment.	3.38	3.51	3.46	3.41	2.88	3.08	
17	School buildings are clean.	3.42	3.44	3.48	3.24	3.13	2.88	
18	The school is well fenced.	3.13	3.2	3.02	3.12	3.05	3.03	
19	Well-ventilated with adequate lighting	3.24	3.26	2.8	3.12	2.98	3	
20	The school land is protected from unmanaged animals.	3.14	3.24	2.68	3.01	3.06	2.96	
Sectional Mean		3.27	3.33	3.13	3.21	3.07	3.07	3.18

Table 2 presents the analysis of teachers’ perceptions on the grounds and location on instructional delivery among public Secondary schools in South-West states. The sectional mean of 3.18 was an indication that teachers perceived the position of schools when it comes to ground and location as recommended with all the indexes are found to be adequate on instructional delivery in public schools in the six states of South-West of Nigeria.

Test of Hypotheses

Results from the test of hypotheses of the study were presented as follows. All the tests were carried out at 0.05 level of significance.

H0₁ There is no significant difference of teachers’ perceptions on the adequacy of Water and Sanitation for instructional delivery in public Senior Secondary schools among the six states in the South-West, Nigeria.

Table 3: Summary of Single Factor ANOVA Result of Test for Hypothesis Two

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	Decision
Between Groups	0.22795	8	0.028494	0.623004	0.750818	2.320527	Accepted
Within Groups	1.18916	26	0.045737				
Total		34					

Results from the test of hypothesis one as presented on table 3 shows the F-value was 2.320527. In the table, the P-value is 0.750818. Because this value is less more significance level of 0.05, the null hypothesis was accepted. There is significant no difference of teachers’ perceptions on the adequacy of water and sanitation on instructional delivery in Public Senior Secondary Schools. This implies that teachers in Public Senior Secondary Schools in South-West, Nigeria accepted that adequacy of water and sanitation can have negative influences instructional.

H0₂ There is no significant difference on teachers’ perceptions of Ground and Location, on instructional delivery in public Senior Secondary schools among the six states in the South-West, Nigeria.

Table 4: Summary of Single Factor ANOVA Result of Test for Hypothesis one

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	Decision
Between Groups	0.542128	5	0.108426	3.14932	0.015427	2.408514	Rejected
Within Groups	1.652556	48	0.034428				
Total	2.194683	53					

Results from the test of hypothesis two as presented on table 4 showed the F-value was 2.408514. In the table, the P-value is 0.015427, because this value is less than the significance level of 0.05, the null hypothesis which states that there is a significant difference on teachers' perceptions of Water and Sanitation on instructional delivery in public Senior Secondary schools among the six states in the South-West, Nigeria was rejected, and therefore, the alternative hypothesis was accepted.

SUMMARY OF FINDINGS

1. Water and Sanitation are perceived by teachers to have positive influence on instructional delivery in public in public senior secondary in the six states of South-West of Nigeria.
2. Position of schools when it comes to Ground and Location as recommended with all the indices are perceived by teachers to be adequate on instructional delivery in public schools in the six states of South-West of Nigeria.

DISCUSSION OF FINDINGS

The finding of the study revealed that teachers in the public Senior Secondary schools among the six states of South-West, Nigeria perceived Water and Sanitation as having positive influence on instructional delivery in public. This finding supports the accession of Shrestha, Manadhar and Sunil (2018) who were emphatic that provision of adequate water supply, sanitation, hygiene and waste management in schools has several positive effects. This is amplified by Barrett, Treves, Shmis, Ambaszthes & Ustinva (2019) who opined that basic services such as water, sanitation, waste disposal, electricity, and communications also help ensure that children and teachers attend school and remain healthy. In collaboration UNICEF (2018) maintained that provision of adequate water supply, sanitation, hygiene and waste management in schools has several positive effects. Gershberg (2014) also, alluded that inadequate WASH facilities affect boys and girls in different ways, and this may contribute to unequal learning opportunities. Also, Ekun, Verla, & Nsagha (2021) reported that students from public secondary schools and a majority

from private secondary schools were of the view that water scarcity is the reason why they do not wash their hands after using the toilet.

The finding of the study revealed that the teachers in the Public Senior Secondary Schools among the six states of South-West, Nigeria perceived ground and location adequate on instructional. This finding support Ibáñez, Vivo, Huneus, and Manushevich, (2022) who referred to a school ground transformative of schoolyard into a space that welcomes everyday children outdoors, in contact with nature, where free and risky play is promoted by diverse polyfunctional structures and where students can learn on the outside, rather than only inside four walled classrooms. The 21st century will require polyfunctional educational spaces that provide opportunities for hands-on learning and foster the physical, socioemotional and cognitive development of students (Ibáñez, Vivo, Huneus, & Manushevich, 2022). School Leadership Today (2022) noted that school grounds could become a fantastic learning resource for present and future generations with moderate and careful planning.

CONCLUSION

This study investigated teachers' perception of the influence and adequacy of learning environment on instructional delivery carried out in public Senior Secondary Schools in South-West, Nigeria. The study revealed that Water and Sanitation are perceived by teachers to have influence on instructional delivery in public in Oyo, Lagos, Ondo, Ogun and Ekiti states. However, teachers in Osun state maintained that hand washing filled with water at all time and soap are not provided at all stations and that schools do not provide adequate safe water for drinking and cleaning for the learner every day. It, therefore, portends that it is of paramount important that the Water Boards in all the six states in South-West, Nigeria should be able to constantly provide water to their various schools across the states in South-West Nigeria. Position of schools when it comes to ground and location with all the indexes are perceived by teachers to be adequate on instructional delivery in public schools in the six states of South-West of Nigeria. Therefore, was need for the state governments of all the states in South-West, Nigeria to ensure that schools are always established in safe locations devoid of public place like markets.

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